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ABSTRACT

Presented are reports from 10 states on present status of and future plans for career education for blind and visually handicapped children and adults. The reports represent a major aspect of a conference sponsored by the American Foundation for the Blind in which state leaders in special education, rehabilitation, and vocational education considered strategies for collaborative efforts. Typically considered in the reports are ongoing programs, the roles of the three component divisions, state needs assessments, and timetables for future programs. States represented by reports are Arizona, Connecticut, Illinois, Kansas, Louisiana, Maryland, Mississippi, New Jersey, Ohio, and Texas. States with the most extensive cooperative services are given to be Maryland and Illinois, which have either existing programs or pilot programs offering occupational information from kindergarten on, prevocational work-study programs, and, in the case of Illinois, systematic motoring and evaluating of career education activities in public schools. Included in appendixes are lists of conference participants, speakers, and resource persons; proceedings from special interest sessions; and a discussion on issues in career education. (MC)

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NATIONAL CONFERENCE
ON
CAREER EDUCATION

January 15-17, 1973

New Orleans, La.

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American Foundation for the Blind

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FOREWORD

The American Foundation for the Blind, in its role as advocate and convener, held an invitational National conference on Career Education in January, 1973. This conference brought together state leadership in special education, rehabilitation, and vocational education from ten states to determine the status of career education for blind and visually handicapped persons in each state and to develop individual plans of action. Several background papers were presented and special resource persons were made available during the conference.

Strategies for collaborative efforts were developed, and it is believed that a very effective implementation phase will follow in most of the states. The reports from the states as approved by the participants follow. Our sincere thanks to the participants, AFB staff and resource persons. Their collective efforts made this conference possible.

Ed Wolfe

Harvey E. Wolfe
Conference Coordinator

ARIZONA

Statement Of The Problem

Career Education in Arizona has been given state support through S.B.5 legislation, giving state monies toward the development of Career Education for all students in Public Education from Kindergarten through 12th grade.

Dr. W.P. Shofstall, the Superintendent of Public Instruction, has given this career approach toward education the number one priority. He has established a Division of Career Education and has assigned all members of all other Divisions the commitment of their staff and their expertise toward support of the goals of Career Education.

The Division of Career Education has funded through local educational agencies projects based on local needs. These projects are monitored by the State Department of Education and continued funding is based on written measurable objectives.

The career approach toward education for all students who can profit by such education has not specified specific goals to serve handicap individuals and has not mandated separate considerations but has included them in the mainstream of the local educational needs.

In doing this, it recognized by the attending agencies of this conference that the handicapped student could very well be excluded, not by intent, but through lack of understanding by local educators and local project directors.

This, coupled with a newly organized Department of Economic Security and a unique funding pattern for the visually handicapped, has presented this task force with frustrating, but challenging, need for multi-agency planning.

Arizona's Task Force for this approach is as follows:

Agency Identification and Intended Change

1. Vocational Education - "Special Needs" - The Division of Special Education and Vocational Education personnel will review and make recommendations jointly on all applications involving Vocational Education for handicapped students submitted under Part B, Educational Handicapped Act P.L. 90-576. The Vocational Education - Special Needs representative will participate on the state level planning committee for the handicapped and provide information and financial support in the development of the state-wide projected Activities Document.

2. Division of Special Educatio- - The Division has prioritized cooperative comprehensive planning for its state's handicapped, in addition to administrative Title VI-B-D&G and P.L. 89-313 and nine (9) categories of exceptionality. This overall range of responsibility impacts significantly on the state level planning committee which together with Special Education Advisory Board review the existing status of Special Education and develops goals and objectives for state services to handicapped. The third and fourth (3 & 4) components not represented here from Arizona - Vocational

Rehabilitation and Arizona State School for the Deaf and Blind must necessarily be involved in any planning proposal dealing with impaired and blind exceptionality in the state. Without the two agencies mentioned, only minimal planning and commitment can be carried forth.

We feel somewhat certain that Vocational Rehabilitation program will remain at its present level; but due to the present reorganization, one cannot predict in what form. The State School for the Deaf and Blind presently has the authority to direct all programs for deaf and blind - visually and hearing impaired throughout the state.

With the preceding background information, we submit the following course of action which will impact on the state's visually impaired and blind handicapped.

1) We will encourage formation of an interagency committee to deal with the problems in this area of exceptionality. The committee will be comprised of Vocational Rehabilitation, Vocational Education State School for Deaf and Blind, the Division of Special Education Representative from Career Education and community organizations.

2) Through joint fundings of participating agencies offer a workshop for Career project directors and staff members to provide the participants insight to understanding related to this area of exceptionality.

3) The participating interagency committee will also plan cooperatively for a workshop or series of workshops which will allow all educational personnel and auxiliary personnel providing services for visually impaired and blind handicapped persons to research, review and implement the concepts of Career Education in their respective programs.

The foregoing approach toward Career Education is based on and enhanced by the continuous support of legislation and other special interest groups such as American Foundation for the Blind, Inc. which through legislative lobbying provided continued fiscal and needed legislative support.

Joseph Pasanella
Stewart Miller

CONNECTICUT

Current Situation

The Agency for the blind administers both the special education program for blind public-school children and the Vocational Rehabilitation program for blind persons; in addition, it has the responsibility to pay tuition for the residential school (Oak Hill).

Special Education services of the Department of Education have been coordinated with blind services for many years in relation to local public school programs.

There has been little contacy between the Agency for Blind Services and Vocational Education. However, Vocational Education has, for the past five years, funded 5 productive work experience programs at the residential school for blind children.

A short term research project in the summer of 1972, funded by Vocational Education, indicated a need for Career development for visually handicapped students in the public schools.

Need

The Connecticut group focused on the need of public school blind students for broad career education programming; parent counseling as early as possible; activities of daily living; mobility; concept development on an individual basis as early as possible so the student is later ready for more concrete vocational education information and programming.

Implementation

The Connecticut team will explore the possibility of a Vocational Education grant to provide a career developer for the staff of the Agency for Blind Services. This new staff member would:

- be responsible for developmental activities from kindergarten through high school.
- provide liaison between the education program for public school blind students and Vocational Rehabilitation services.
- provide liaison with the residential school work experience programming, tying in when feasible.
- provide consultation to cooperative work experience coordinate for other handicaps, tying into their programming where feasible.

Target Date: Sometime in Fiscal 1974 (July 1, 1973 - June 30, 1974)

Kenneth E. Jacobs
William E. Patton
Evelyn Lewis

ILLINOIS

Department of Children and Family Services present resources and programs in Career Education.

I. Illinois Braille and Sight Saving School

A. Elementary program - occupational information grades K-6
B. Junior High and High School programs

1. Industrial Arts and pre-vocational courses in general, wood and metals, electricity and electronic, power mechanics, household mechanics, and ceramics.

2. Business education courses in typing, filing, transcribing, and general office procedures.

3. Home economics courses in foods, clothing, household management, consumer education and child care.

4. Work-study programs in vending stand operation, housekeeping, food service, child care, receptionist, bike repair, and assembly of products.

5. Occupational information and guidance by a part-time rehabilitation staff member (approximately two days per week); by full-time Vocational coordinator paid from Division of Vocational and Technical Education funds; and by social workers, teachers and psychologists.

II. Community Services for the Visually Handicapped

1. Counseling of parent of young blind children re. career education for their children.

2. Pre-vocational counseling of blind adults.

3. Referral of blind individuals to education and rehabilitation agencies.

III. Visually Handicapped Institute

A. Training and counseling in a whole range of pre-vocational and vocational areas: Mobility, self help skills, home mechanics, home management, communication, evaluation of aptitudes and interests, etc.
B. Referral to cooperative programs with other rehabilitation and educational agencies such as: DVR, Jr. Colleges and Universities, Vocational schools sheltered work shops, etc.

IV. General

A. All three programs place major stress on those special skills needed by the blind:

1. Mobility

2. Communication

3. Skills of daily living - i.e. grooming and personal care, social development, home management, household mechanics, etc.

B. In Illinois all programs in the area of career education are strengthened through the active and positive cooperation and joint activities of all the related public and private agencies. They have a particularly good line of communication which result in a wide range of effective career education programs for the blind citizens of the state.

The Illinois Office of the Superintendent of Public Instruction coordinates and supervises the following activities in the public schools of the state directed at Career Education for the visually handicapped:

1. Educational programming for approximately 1800 visually impaired (three to 21 years of age) is provided by 200 professional workers plus support staff in day school settings. Rules and regulations require that these programs be designed with a sequential career component.

2. Through effective working relationships with the Division Vocational and Technical Education and Division of Vocational Rehabilitation, local programmers are able to staff and support vocational offering. This includes career counseling, work-study programs, equipment, etc.

3. Career information in large type and Braille is available to all visually impaired students through the state materials library.

4. A staff member is presently developing a model career program for the visually impaired in cooperation with other involved public and private agencies with particular emphasis on continued services beyond 21 years of age.

5. A project is being completed this spring which will hopefully assure better program organization regionally in the state and increased state financial support.

6. For the first time in Illinois, programs for visually impaired persons are being systematically monitored and evaluated. Activities in Career Education are an important factor in this activity.

7. Rules and regulations governing program operation have been revised and place a heavy emphasis on effective Career Education.

ILLINOIS DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

Programs and Services for Visually Handicapped Persons

Current

Local programs of Occupational Information K-8 receive some financial support from state vocational education funds. Visually handicapped persons may be participating.

The DVTE system of funding secondary and post-secondary and adult programs of vocational and technical education emphasizes integration of visually handicapped persons into "regular" programs. The base rate of funding is increased by 40% for persons identified as handicapped. 378 visually impaired persons were reported as completing occupational programs in FY 1972.

Occupational preparation programs in state institutions for the blind are being supported in part from federal vocational education funds. These state institutions are submitting to DVTE their one and five-year plans for vocational education and operate like local school districts.

During FY 1973 occupational programs for handicapped persons, supported by DVTE, are being reviewed and evaluated by a private research agency. Among other activities, the research agency will produce: recommended model occupational program to serve handicapped persons in local public secondary and post-secondary schools. Programs and services for visually handicapped persons will be included in the proposed model.

For the past three years, DVTE staff have met several times each year with personnel from other state agencies to pursue joint or combined efforts to serve handicapped and disadvantaged persons better. Occupational education has been the focus for their meetings and many inter-agency activities have been developed. Joint efforts by DVTE, Special Education, and DVR have made considerable impact on local secondary school programs to improve and extend occupational programs for handicapped persons.

Future Activities

DVTE will continue to support occupational programs for visually handicapped persons in local school districts, state junior colleges, and special state institutions.

Professional development activities that will improve the competencies of local school vocational education personnel to cope with visually impaired students will be planned and proposed for DVTE support in FY 1974.

Implementation of proposed model program for handicapped persons, emanating from the FY 1973 evaluation study, will be pursued for implementation at both the secondary and post-secondary level. Programs and services for visually impaired persons will be included.

Needs for the Future

I. Formation of an ongoing committee on Career Education for the Blind with representatives from all relevant agencies should be charged with:

   A. The development of more formal plans and information relating to:

      1) Number and characteristics of blind population needing Career Education.

      2) Types of jobs available to blind persons.

      3) Review resources and programs available for Career Education.

      4) Develop additional resources if needed.

      5) Develop state plan to assure the appropriate Career Education for all blind citizens of the state.

      6) Issue a planning report by 7/15/73.

Fred Rozum
Lee A. Iverson
James W. Smith

KANSAS

Assessment of Career Education Activities for Visually Impaired in Kansas.

1. At present, a project is underway at Kansas State School for the Visually Handicapped to identify current, new and emerging occupations and careers for the visually handicapped. This information will be incorporated into a system to provide occupational and career information to the Career Education programs in Kansas.

2. Special Education has 11 itinerant resource teachers serving approximately 200 students in regular mainstream education programs including Vocational programs in the secondary schools.

3. The Vocational Rehabilitation Agency, (Services for the Blind) provides guidance and counseling, training and placement, along with related services designed to provide job readiness and placement. The agency has a unit of nine counselors stationed in six district offices, and a unit supervisor and technical consultants. The agency is presently using 15 Vocational-Technical schools, two business schools, four generalized rehabilitation facilities serving handicapped persons. It is using two sheltered workshops under its own supervision for evaluation, work conditioning and vocational training. A sheltered workshop in Kansas City, Missouri, as well as Goodwill Industries are used for evaluation and training The KSSVH is used for piano-tuning evaluation. On-the-job training plans for Career Education are worked out in industry, hospitals, motels, restaurants, health clubs, repair shops, etc.

   Training facilities which are utilized as part of vocational preparation include 13 community colleges, 13-four year colleges, and 11 universities. Not all of these are located in Kansas.

   The agency operates a diagnotic and adjustment training center in Topeka, which serves the entire state and accepts out-of state trainees when space is available. It accommodates 20 trainees who remain for a one - period of 17 weeks. The program emphasis is two-fold: (1) to provide the client with the skills needed to cope with the problems growing out of blindness (mobility, communication, daily living skills, etc.) and (2) to provide occupational information in a manner understandable to the client through job samples, work tryouts, standardized and informal testing, and with the clients, identify one or more vocational goals at least tentatively. The Services to the Blind Agency has a home teaching staff which with special education serves pre-school and school age blind children and offers special services to school age children.

Needs

1. Kansas needs to know about vocational training opportunities and programs operating in order to consolidate resources and to develop regional training programs.

2. Kansas needs a supply or ready source of information concerning careers available in a special designed package for visually handicapped children in elementary and secondary schools. This would include putting together and supplementing occupational information and planning being provided independently by the various agencies at the present time.

3. To provide opportunities for actual exploration of different occupations by elementary and secondary visually handicapped children.

Steps

1. Obtain information on vocations through available sources including the proposed project at KSSVH and Services for the Blind.

2. By July 1, 1973, provide opportunity for workers in Special Education, Vocational Education, and Vocational Rehabilitation, Services for the Blind, and representatives of the Kansas Association for the Blind and/or other lay groups for the Blind, related programs offered by Services for the Blind, and the Kansas State School for the Visually Handicapped to meet together to determine priorities and to plan further action.

3. By March 15, 1973, develop a task force in Vocational Education to determine potential Career Education programs for Visually Handicapped students. Membership of the task force will include but not be limited to the following:

    (a) School for the Visually Handicapped - Superintendent or designee
    (b) Kansas Association for the Blind
    (c) State Department of Education - Two members representing Special Education and Vocational Education
    (d) Social Welfare Services for the Blind

    Purposes of the task force will be:

    (a) identify amounts of vocational funds to be used for vocational education of visually handicapped
    (b) identify responsibilities of those providing Career Education to the blind,
    (c) direct those efforts required to meet the stated objectives for Career Education programs

4. Activities possibly could include:

    (a) hire one or two vocational educational consultants for visually handicapped to assist integration of visually handicapped into vocational education programs on all levels
    (b) develop workshops or in-service training for those persons involved in career education of visually impaired.

A. James Nezol
Harry E. Hayes
Wilbur Rawson

LOUISIANA

Career Education is one of the highest priorities under the new administration's re-organizational plan for state-wide education in Louisiana. A considerable amount of pre-service and in-service training activities have been initiated to give impetus to the program, at both local and state levels.

There are approximately seven thousand blind persons in Louisiana, with about 20% of this number classified as totally blind persons. About six hundred of this number are age nineteen and younger with the majority of these students enrolled in the two residential schools located in Baton Rouge. In the southern part of the state particularly, many of the students are also enrolled in parochial and private schools as well as in the public systems.

In addition, there are eighty blind students presently attending various state universities throughout Louisiana. The Rehabilitation for the Blind Agency covers all costs involved for these persons.

Career Education for all students is emphasized through various departments of the State Education Agency, with primary responsibility for implementation of programs for the blind and other handicapped being assumed by the Bureau of Special Education.

Children in resource rooms for the blind and those others reached by itinerant teachers receive Career Education exposure as do the regular students - however, as of this time there has been no specific emphasis on careers for the blind, per se.

The Division of Special Educational Services has inaugurated a new program which will result in a network of Resource Centers for teachers of the handicapped. The first of these Centers has been located in Lafayette and is now operating on a state-wide basis. It is planned to ultimately house all materials for the blind in these centers. In addition to developing and disseminating instructional materials for Special Education teachers, in service training programs will be offered. University personnel will coordinate these training sessions with the Resource Center.

Approval has just been received to employ a coordinator for the state Deaf, Blind and Deaf-Blind program which is now in its second year. The four classes for deaf-blind children are located in public schools in New Orleans, Shreveport, Lafayette, and Baton Rouge.

In reviewing the progress and status of our state in regard to Career Education for the Blind, one overall basic objective seems to emerge:

The State Education Agency will encourage active involvement and participation of all persons, agencies, universities, and organizations in planning for more realistic and meaningful Career Education for the blind and other handicapped persons.

Doris Reagan
George Marzloff
Odessa Smith

MARYLAND

Assessment

There are four (4) divisions within the Maryland State Department of Education which have responsibilities for the career education instruction of visually handicapped pupils throughout the State. The first is the Division of Instruction which is responsible for funding special programs for visually handicapped students in the public schools. Specialized programs for the visually impaired are located in five of the subdivisions in Maryland. These include Anne Arundel County, Baltimore City, Baltimore County, Montgomery County, and Prince George's County. In these counties visually impaired pupils are served largely by itinerant teachers and a few in resource rooms. The remainder of their time is spent in the regular class in the school and should receive the regular career education program provided in that school. When the students become approximately sixteen (16) years of age they receive cooperative counseling from the regular school counselor, the specialist in the area of visually impaired, and the vocational rehabilitation counselor, assigned to that school. Only Montgomery and Prince George's Counties have braille students enrolled in their programs. In these two (2) counties these students, for the most part, are college bound and receive rather extensive evaluation and guidance as to what areas are most appropriate for their further education.

The remainder of the visually impaired students throughout the State are in regular school classes and, here again, should receive the regular career education programs being provided in the particular schools. For the most part, the only specialized help these students receive is through the local supervisor of special education, with minimal guidance and counseling from the State Special Education Specialist assigned to the program for the visually impaired.

In addition to state aid funds for specialized programs for the visually impaired, books, recordings, materials and other tangible aids are provided to visually handicapped pupils through the Federal Act "To Promote the Education of the Blind."

The Division of Instruction also administers a federal program under Title VI, Part C, for the visually handicapped who have a combined hearing impairment. This project subcontracts with agencies such as the Maryland School for the Blind and Rosewood State Hospital to provide for educational programs for the deaf-blind. Included in the program are parent counseling and home visiting. The central office for the project also maintains a central registry for this population in cooperation with the Data System for the Handicapped.

The Division of Vocational Educational and Technical Training has spearheaded the career education program for all students in the public schools including those with visual impairments. One of their specialized programs is a pilot project on vocational education for blind children and youth in cooperation with the Maryland School for the Blind. In this project there was an extensive attempt in cooperation with industry to locate suitable job opportunities and employers in order to equip blind youth for employment in today's and tomorrow's competitive labor market. Note that the Maryland School for the Blind is convinced that if their students are to achieve full participation in a democratic society, they must engage in a productive effort that will change the socio-economic stigma that has long plagued the plight of blind and partially sighted persons. It was to this end that the program entitled "Vocational Education for Blind Children and Youth" was developed. The program consists of the following:

1. Work adjustment and interpersonal relationship development.
2. The value of social attributes to job success.
3. Job opportunities for the blind and partially sighted.
4. Reducing technical skills and training to classroom components.

Employers' questionnaires and interviews were sent to one thousand nine hundred eighty one employers throughout the State, of which four hundred sixty employers responded. Sixty-five percent of the employers responding to the questionnaire consented to an interview with a representative of the Maryland School for the Blind to ascertain additional information on work programs for the visually impaired and possible employment opportunities which they might offer. Statistical information and job classifications are an integral part of this project.

Another program supported by vocational education funds for the Handicapped at the Maryland Workshop for the Blind has been operational since FY 1972. This program has provided the services of a remedial education teacher to act also in the capacity of a training coordinator, whose role is to coordinate all activities of other instructors and a Personal Adjustment Trainer.

The Remedial Education Teacher develops and conducts remedial education programs for handicapped clients'of the unit. This involves basic reading, writing, spelling, and arithmetic. The Personal Adjustment Trainer is responsible for using techniques for modifying clients behavior through a work setting to help handicapped people overcome any inadequacies which may impede their successful employment. This can be called "work-ready training or conditioning for training." The techniques used are developed and implemented on an individual basis. They may include such areas as grooming, social problems, personal habits, and how they relate to good work habits. One hundred ten blind and visually impaired persons have received the above mentioned services as part of their total program.

The Division of Library Development and Services has the responsibility for the administration of funds under Title II of the Elementary and Secondary Elementary and Secondary Education Act. Also, under this Division is the State Library for the Physically Handicapped which includes the blind. The library provides machines for playing recordings and cartridges of books and periodicals, as well as a limited number of large print books. These materials are provided upon request. A staff of five people operates this specialized library with virtually all funds contributed through an educational service related to the Library of Congress and a special federal law. Undoubtedly, included in this collection are materials which would be beneficial to the visually handicapped pupils who desire additional information concerning careers and career education.

In the Division of Vocational Rehabilitation there is a special section devoted to services for the blind which has a director and nucleus staff located in the City of Baltimore; however, there are a number of Specialists located geographically throughout the State who provide specialized services to visually handicapped individuals in addition to providing cooperative and consultative services to rehabilitation counselors in other parts of the State under the guidance of the headquarter's specialists who work with the blind. The total complement of rehabilitation counselors throughout the State do more than vocational counseling but are responsible for the total vocational rehabilitation of all handicapped persons including the blind.

The Division of Vocational Rehabilitation also has the responsibility of maintaining a central registry of visually handicapped individuals of all ages. This registry will be compatible with the Data System for the Handicapped developed under the leadership of the Division of Instruction in cooperation with five (5) other State agencies which have the responsibility for working with handicapped children of school age. Between the two systems undoubtedly there will be identified additional pupils who will need the services of one (1) or more of the agencies involved.

Since the fall of 1968, the Division of Vocational Rehabilitation, the Maryland School for the Blind and the Maryland Workshop for the Blind have been engaged in a work-study program involving youngsters from the School. The purpose of the program has been to help the Division and the School to determine what skills these youngsters have and to uncover any problems which there might be, while the individual is still in school so that some of them can be corrected prior to the time when the youngster's education has been completed. For the participants themselves it provides an opportunity to become somewhat familiar with the world of work and to determine what is expected by employers and how one needs to behave in order to get along on a given job.

The program as it exists today, is in two phases. During the first phase the student attends the Work Evaluation and Training Unit at the Maryland Workshop for the Blind. Youngsters enter this Unit, which is a cooperative effort between the Division and the Workshop, so that through a period of evaluation some index can be obtained of exactly what skills the individual presently has and his or her potential for further development. Once the initial testing and evaluation has been completed, the individual moves into a work experience program where he or she may be tried out on a number of jobs in order, (1) to determine which types of work might be most suitable, and (2) to give the youngster involved an opportunity to find out more about himself in terms of the kind of work he might like to do and what skills he will have to develop in order to function adequately.

As you can imagine, the Division of Vocational Rehabilitation has a keen interest in this program, because once the student has completed his education the Division is charged with assisting him or her in finding some type of permanent employment. Therefore, since the inception of this program the Division has been rather deeply involved in its activities. All monies which are required to finance the program have been made available through the Division of Vocational Rehabilitation. Counselors of the students participating are responsible for coordinating the program for their particular client, and they also are charged with providing interpretations of evaluations and work try-outs to each student and for providing him or her with the vocational counseling required in developing reasonable work choices. Counselors from the Division work directly with the Coordinator of the Work-Study Program at the School in order to locate new sites for job try-outs, and it is noteworthy that through their combined efforts the program has been expanded to include a number of sites outside the Maryland Workshop for the Blind. For example, each year now The Johns Hopkins Hospital accepts work-study trainees into their Medical Records Section for on-the-job training as medical dictaphone transcribers. Thus far, four of the five Maryland youngsters trained in this way are employed at full-time jobs in this vocational area.

With the opening of our new Comprehensive Rehabilitation Center we feel that many more work-study opportunities can be developed for youngsters attending the Maryland School for the Blind. In the Center itself there will be some 30 areas of vocational training and it is our feeling that enrolling youngsters in the Center while they are still in school, we can learn a great deal more about their potentials and help solve some of the problems they may have without having to use valuable time after graduation, when the environment might not be so easily controlled. For the youngsters themselves, we believe it represents an opportunity to become prepared for work, in some cases, as much as two years earlier and to participate in a variety of job try-outs, which might not otherwise be available to them in outside industry.

For the most part, those students who have been participating in this program have come from the non-academic group at the School, who have been participating in that institution's basic education program. However, there has been a trend as the program expanded to include some students who are more academically oriented, the feeling being that these youngsters, too, should have an opportunity to find out what will be required of them when they begin work, regardless of the occupation involved.

Since 1968, 78 students have been involved in this program. We believe that the chief benefit to those who have participated exists in the fact that they have been able to enter the world of work considerably earlier than would have otherwise been possible. Through the use of the relatively controlled environment at the School it has been possible to solve a number of problems identified through this program and to actually assist the youngster in developing necessary vocational skills to move from the school directly into employment. As you would expect a large number of these youngsters have, or will be, involved in some type of sheltered workshop employment. However, because of this program, we presently have five typists employed who might otherwise still be in vocational training at a business school. Other job categories include four aides, one construction worker, a vending stand manager, two kitchen helpers, and a telephone solicitor.

Although most of the jobs listed here are types of employment normally associated with the blind, we feel that as our program continues to expand and more work try-out contacts are made outside of the Maryland Workshop for the Blind, that we may indeed begin to develop some new areas of employment for individuals who have participated in this Work-Study Program.

See Appendix C for an excellent article from the Baltimore Evening Sun, December 26, 1972, entitled: "I Work With What I Have - He Rebuilds Transmissions With Skills, Hands - Not Eyes," which is a very revealing description of what a blind individual is able to do in a highly technical field if he has the proper motivation, training and acceptance by his employer.

Private Agencies

The Maryland School for the Blind is a private institution with partial support from the State legislature. In addition, the school receives students from Pennsylvania, New Jersey and Delaware with funding also coming from those states.

Slightly over half of the legally blind students in the State of Maryland are enrolled at the Maryland School for the Blind.

With the changing type of attending State institutions, approximately twenty (20) percent of the seniors each year attend college. Those college bound students who so desire attend a local senior high school for their subject matter training and return to the school for their vocational preparation and career development activities and are counseled by the school's counselor in guiding them into the appropriate fields of endeavor as they enter their pursuits in higher education.

The Pilot Project referred to under the cooperative agreement with the Division of Vocational Education of the Maryland State Department of Education is concentrating in its initial stages in grades eight (8) through twelve (12). Mr. Isaac Clayton, Project Director of the Pilot Vocational Education Program and Mr. Robert Martin, Director of Curriculum at the Maryland School for the Blind, are concurrently working on plans to begin a total career education program in grades K through twelve (12), involving the total faculty as soon as it can be implemented. While it is felt that the faculty of the entire school has an understanding of the career opportunities and potentials of blind pupils, this understanding has been only partially imparted to the students at the School. This points up the need for initiating an intensive program to insure that all students, K through twelve (12), have a full understanding of their career needs and potentials.

The Maryland School for the Blind, in addition to private contributions and various State funding, receives Federal funding from PL 89-10 of ESEA (Title I) and PL 91-230 for programs for Deaf-Blind Children as described in the Division of Instruction programs. Even though the children now involved in the Deaf-Blind Program range in age from three (3) to fourteen (14) years, plans are now evolving to begin planning with various other agencies to develop appropriate career education programs to meet the needs of this student population.

Undoubtedly there are other public and private agencies throughout the State who have visually impaired individuals under their jurisdiction who are providing career education programs for this population which have not been enumerated thus far in this paper. An example of such an agency is the Maryland Workshop for the Blind, with its training and work centers in Baltimore, Cumberland, and Salisbury, which offers a wide range of training and employment opportunities for the blind and multihandicapped persons. This agency is the contract operator for the Maryland Vending Stands for the Blind. As an interesting sidelight, the snackbar in the International Tower Building, housing the Maryland State Department of Education, is one of these vending stands operated by a legally blind individual.

Unmet Needs

1. Coordinating Council for the development of Career Education for the Blind and severely Visually impaired.

Representation from each department division or agency having a part in the educational programs for the blind.

Maryland State Department of Education

(a) Division of Instruction - Special Education Unit

(b) Division of Vocational-Technical Education - Special Needs Unit

(c) Division of Vocational Rehabilitation - Unit for the Blind

(d) Division of Library Development and Services State Library for the Handicapped.

2. Development of comprehensive planning and a plan for programs for the blind.

a. Participation and commitment by each agency

b. Needs assessment

c. Occupational information for students

d. Employee potential information for employees

e. Professional personnel development program

f. Insure that career education concepts are part of the regular educational program

Proposed Schedule of Events

1. Coordinating Council - appointed by February 15, 1973

2. Development of Comprehensive Plan-Target date July 1, 1973

a. Needs assessment - from available information systems

b. Professional development of personnel for public schools

(1) Itinerant teachers
(2) Training of aides/volunteers

c. Interface with five year plan for career education developed by the State Department of Education.

3. Implementation of plan by September 1, 1973

T.K. Muellen
George W. Keller
Melvin Garner

MISSISSIPPI

An excellent spirit of cooperation exists in Mississippi between the three agencies represented at this meeting. The climate for cooperative ventures is outstanding.

The majority (approximately 85%) of the blind youth (under 21) are being served by the Mississippi School for the Blind at Jackson. Approximately 15% of the identified blind are being served through public school programs. Presently, the Mississippi School for the Blind is not in compliance with HEW regulations, which prevents the most effective utilization of Rehabilitation, Vocational Education, and Special Education resources. It is expected that this situation will be changed at an early date.

It is anticipated that more youth will be served in public school settings in the future. This will necessitate the training of local school personnel to serve as resource personnel. A cooperative training program to develop the local school resources is planned. A pre-school program for the Jackson area is scheduled to begin no later than fall 1973.

Rehabilitation will conduct a training program for secondary level students this summer at the Jackson Rehabilitation Center. While some of the youngsters will be college bound, many will be making other career choices.

Presently, two rehabilitation centers for the blind (at Jackson and Tupelo) are operational. These are staffed cooperatively with Vocational Education and Special Education personnel being supplied through local educational agencies. These centers serve both youth and adults. A third center, at Ellisville State School, in south Mississippi will probably be operational within 18 months.

Two Rehabilitation Occupational Training Centers (at Jackson and Hazelhurst) will develop within the next two years. These will be staffed cooperatively and the program designed to prepare trainees for both competitive and sheltered employment.

As a result of the development of these resources, we believe that the current needs of the blind in our state will be more adequately met. Within the limitations of our budgetary constraints, we feel that Mississippi is making remarkable progress in providing additional services.

Herman K. White
Jim L. Carballo
W.T. Taylor

KANSAS

Assessment of Career Education Activities for Visually Impaired in Kansas.

1. At present, a project is underway at Kansas State School for the Visually Handicapped to identify current, new and emerging occupations and careers for the visually handicapped. This information will be incorporated into a system to provide occupational and career information to the Career Education programs in Kansas.

2. Special Education has 11 itinerant resource teachers serving approximately 200 students in regular mainstream education programs including Vocational programs in the secondary schools.

3. The Vocational Rehabilitation Agency, (Services for the Blind) provides guidance and counseling, training and placement, along with related services designed to provide job readiness and placement. The agency has a unit of nine counselors stationed in six district offices, and a unit supervisor and technical consultants. The agency is presently using 15 Vocational-Technical schools, two business schools, four generalized rehabilitation facilities serving handicapped persons. It is using two sheltered workshops under its own supervision for evaluation, work conditioning and vocational training. A sheltered workshop in Kansas City, Missouri, as well as Goodwill Industries are used for evaluation and training The KSSVH is used for piano-tuning evaluation. On-the-job training plans for Career Education are worked out in industry, hospitals, motels, restaurants, health clubs, repair shops, etc.

   Training facilities which are utilized as part of vocational preparation include 13 community colleges, 13-four year colleges, and 11 universities. Not all of these are located in Kansas.

   The agency operates a diagnotic and adjustment training center in Topeka, which serves the entire state and accepts out-of state trainees when space is available. It accommodates 20 trainees who remain for a one - period of 17 weeks. The program emphasis is two-fold: (1) to provide the client with the skills needed to cope with the problems growing out of blindness (mobility, communication, daily living skills, etc.) and (2) to provide occupational information in a manner understandable to the client through job samples, work tryouts, standardized and informal testing, and with the clients, identify one or more vocational goals at least tentatively. The Services to the Blind Agency has a home teaching staff which with special education serves pre-school and school age blind children and offers special services to school age children.

Needs

1. Kansas needs to know about vocational training opportunities and programs operating in order to consolidate resources and to develop regional training programs.

NEW JERSEY

Responsibility for Education for the Blind

Department of Institutions and Agencies

N.J. Commission for the Blind and Visually Impaired - Education (Itinerant) and Vocational Rehabilitation

Department of Education

Division of Curriculum and Instruction

Branch of Special Education and Pupil Personnel Services

Division of Vocational Education

Bureau of Special Needs

Public and Vocational Schools for Education of the Blind

No School for the Blind

Rehabilitation Commission serves all other handicaps

Legal Requirements

New Jersey Commission for the Blind and Visually Impaired

a) Maintains a Register

b) Provides those services which are not provided by the Public Schools, including itinerant teachers, mobility instruction, etc. and provides needed material and equipment on an individual basis

Department of Education

Title 18A Chapter 46 and Rules and Regulations - Mandated education for the blind 5-20 - Permissive under 5 and over 20

Definition of Career Education: Preparation for life goal - Encompassing General Education, Vocational Education, training and employment

Assessment

1. Funding has been generally adequate up to the present time.

2. General education for blind - integrated, itinerant and child approximately educated to meet his needs.

3. Although there have been no noted instances of blind pupils being denied vocational training in public schools, there are obstacles in the way of expanding vocational service to the blind:

   a) Students may not be receiving adequate vocational information

   b) There is a dearth of information regarding present vocational placement of blind children.

   c) Communication between either the Division of Vocational Education or the Branch of Special Education and Pupil Personnel Services

   and

   The Education and Rehabilitation Section of the Commission for the Blind has, previous to the New Orleans Conference, been rather limited.

4. There is a need to educate the administration, teaching and service staffs within Vocational Education regarding the needs and capabilities of blind students.

5. There is a need to further broaden Vocational Education programs and opportunities for all handicapped students statewide.

Planning

1. Establish an information system model on all blind children, their characteristics-services required - develop a student profile.

2. Listing and analyzing jobs now being held by blind clients - where trained, etc.

3. Listing of present vocational training programs available to blind students in New Jersey for comparative purposes with the two previous items.

4. Plan to include County Superintendents and Area Superintendents of Vocational Schools making a presentation by Commission for the Blind.

5. Utilization of the Rehabilitation Center for the Blind for in-service training for Vocational Education administration, teachers and service personnel.

6. Begin discussion on strategies for program implementation: Individual student, Regional program development; consideration of establishing Vocational Education and training programs on a regional basis to accommodate blind students on either an intra- or interstate basis.

Daniel Ringelheim
Irving J. Krueger
John Wyllie

OHIO

Services Available for Visually Handicapped Persons in Ohio

A. Bureau of Services for Blind - Children Services

1. Guidance, counselling, resource information and referrals to parents of blind children.

2. Services can begin at birth through age 16.

3. There are children services workers available in each of the seven regions of Ohio; also a state program specialist responsible for the coordination of this program.

4. Referrals for services are made by clinics, physicians, public and private agencies.

5. Vocational Rehabilitation counsellors are available to all school districts as well as the residential school.

B. Special Education

1. Assist districts in developing and funding public school programs for visually handicapped from age 3-21.

2. Offer a state residential program for visually handicapped.

3. Established standards regarding teacher competency, classroom environment, (resources and material) class size, eligibility, etc.

4. Provide individual services such as orientation and mobility specialists, supplementary tutoring, transportation.

5. Operate an educational and medical clinic for visually handicapped for all school districts in Ohio.

6. Major program model is the vision center concept; also offers itinerant teacher plan.

C. Vocational Education

1. There is a liaison consultant position between vocational education and special education funded in Ohio.

2. Vocational Education through the special needs section administers the federal funds through a competitive proposal process.

3. Special as well as regular vocational education programs serve the visually handicapped both in day school and the residential program.

Priorities:

1. Establish a state task force for the development of career education for the visually handicapped.

    a. This task force will consist of representatives of Vocaticnal Education, Special Education, Bureau of Services for the Blind, Public School programs, and the residential school, others (consumer, service groups, university).

    b. This task force will meet once a month.

2. Identify the resources, responsibilities and objectives of each of these agencies as they relate to Career Education for the visually handicapped.

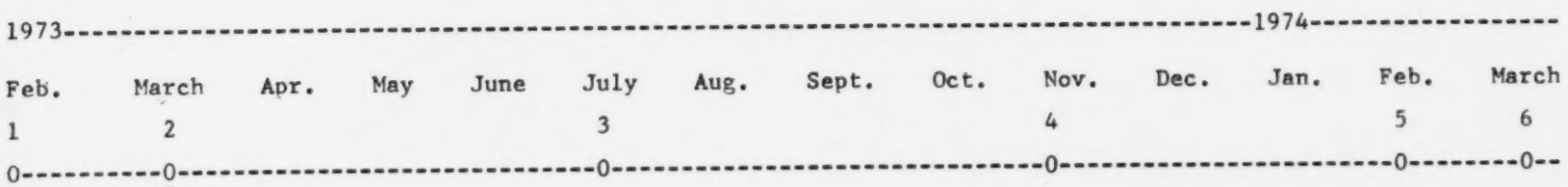
    Produce a publication that identifies these goals, objective, responsibilities and services of each agency concerning the visually handicapped.

3. Develop a strategy that will assist local school districts to plan and implement career education for the visually handicapped that identifies:

    a. Major objectives
    b. Procedures for implementation
    c. A commitment of resources (fiscal-personnel)

4. Provide assistance in the evaluation and dissemination of career education models.

TIMELINE FOR IMPLEMENTATION



1. Selection of task force members.
2. Initial meeting of task force March 7, 1973.
3. Publication prepared identifying goals, objectives, services of each agency.
4. Develop strategy to assist Local Career Education services.
5. Request project proposals from school districts for career education for visually handicapped.
6. Local project proposals due.

Frank New
Doris E. Barcomb
Richard A. Macer

TEXAS

I. Where We Are Now

A. Two state agencies basically provide education and rehabilitation services for the blind.

1. Texas Commission for the Blind

2. Texas Education Agency
   a. Texas School for the Blind
   b. Department of Special Education
   c. Department of Occupational Education

B. Current Vocational/Educational Program

1. San Antonio College - one program - ten students

2. Texas School for the Blind - building a new vocational school due to be completed late spring.

Piano Tuning	Dist. Education
Office Education	Metal Duster
Building Trades	Vending Stand
Serve as pages at State Capitol	
Xerox operation at State Capitol	

3. Career Day Program once per year at School for the Blind sponsored by Commission for the Blind

4. Full-time Vocational Counselor provided to Texas School for the Blind by Commission for the Blind

5. Full-time follow-up services after graduation in career training provided to blind people by Commission for the Blind

C. Plan A - Comprehensive Special Education Programs

1. Required to be in all schools by 1976-77

2. Requires that school districts assess needs of each individual child and provide a program suited to his individual needs from age three until high school graduation or age 21 -
   Provides required vehicle for delivery of services in career education for all pupils

D. Career Education is Number One Priority of TEA, 1972-73

E. Partners in Career Education - one cooperative funded project (Title III, Title VI, Vocational Education) - Dallas, Fort Worth area - objective to provide a model of career education for all pupils. (Just started about one month to six weeks ago) (Handicapped pupils component included in project.)

F. Interagency Agreements of Exchange of Information between each Service Center and Commission for the Blind

G. VIEW for the Handicapped, Reg. 19ESC El Paso (Vital Information for Education and Work) Occupational description system - including briefs of various occupations - entry skills - training required, etc. Vertical movement possibilities - Information available from Reg. XIX ESC, P. O. Box 10716, El Paso, Texas 79997

H. Pre-Vocational Evaluation and Adjustment Training Available from Criss Cole Rehabilitation Center in Austin and Texas Lions League Rehabilitation Center in Kerrville.

I. Pre-Vocational Evaluation and Occupational Exploration and Training Available in Ten Lighthouses for the Blind in Texas:

Austin	El Paso
Corpus Christi	Lubbock
Dallas	San Angelo
Fort Worth	San Antonio
Houston	Waco

II. What Are Needs In Texas?

A. Materials on Career Education adapted for the Use of Blind Pupils

1. Variety of materials (Tapes, braille, large print, recorders, equipment for enlargement, etc.)

2. Before materials can be obtained and made available, they must be produced and reproduced. We need:
   a. Persons to be producers and reproducers
   b. Facilities and equipment for production and reproduction
   c. Facilities and personnel for distribution

3. Need sources of materials. What is available? Where available? How available? Etc.

B. Teacher Training (Teachers need training in Career Education and world of work:

1. in general career education

2. in special career education for blind
3. in assisting teachers to know about blind persons, their career potential, successful practices in career education (could be observed at Criss Cole Rehabilitation Center)

C. Provide for School Districts - mobility instructors at a wage level to attract well-trained personnel. (Could be employed by Commission for the Blind and contracted to school district or some other arrangement). Student mobility is an important pre-requisite to successful career education.

D. Requirement of ophthalmological examinations of all children in order to provide early detection of remediable defects

E. Continued and expanded Coordination Among Agencies Working with Blind so that Career Education can be Provided at any Age Blindness Occurs:

early childhood
school-age
adult re-training

Mechanisms of referral and cross referral - sharing of techniques and methods between school districts, regional education service centers, state agencies, etc.

F. Identification and analysis of career opportunities for Persons without eyesight. A system of cataloging denoting occupations suitable for blind persons. Availability of data - should be easily accessible to all agencies and programs statewide.

G. Provision of career education programs not only for "pure blind" persons, but also for blind persons with additional handicaps - deaf/blind, retarded/blind, etc.

H. Convert career education materials already developed by ongoing projects (such as VIEW for the handicapped) to a format which would be applicable for blind persons.

I. Above all else, we need an interagency and intra-agency continuun of career education materials and curriculum sequence for all blind persons and availability of such programs and materials for all ages.

J. Need continual comprehensive identifiable sources of program support for career education. Programs like this cannot be developed successfully on small, one-shot minute projects funded in isolation and in year-by-year, hit-and-miss fashion. Must be continually funded for sequential, orderly development of successful programs.

K. Vocational Technical Training Programs need to be expanded to include training for blind students.

III. What Can We Do About It?

A. The Texas Education Agency has contracted for an extensive study of needs of blind and/or deaf children in their state. The study is being accomplished by a private consulting firm. The report is due to be completed and published within a month or six weeks. The firm has involved TEA personnel, Commission for the Blind personnel, Texas School for the Blind personnel, parents, lay citizens, local school district personnel, etc. seeking recommendations for the development of a comprehensive state design to provide for identification of people who are deaf and/or blind to provide services designed to educate them in the most efficient method to self-sufficiency and independence. Careful consideration must be given to providing extensive study of the report and taking immediate follow-up action to implement its suggested design. This should, if properly coordinated and pursued, provide comprehensive need-based programs for blind individuals in Texas.

B. The TEA Department of Special Education must continue to put forth every effort to encourage and assist school districts in the implementation statewide of Plan A comprehensive special education programs.

C. The TEA Department of Occupational Education has pledged to fund additional projects in career education for adult blind persons.

D. We need to search every available resource (TEA, Commission for the Blind, etc.) to locate available career education materials and adapt them to the use of blind students.

E. We need to develop joint teacher-training programs to provide teachers with appropriate methods, procedures, and materials for uses in career education programs.

Robert A. Montgomery
Burt L. Risley
Edwin L. Ward

APPENDIX A - PARTICIPANTS

AMERICAN FOUNDATION FOR THE BLIND, INC.
NATIONAL CONFERENCE ON CAREER EDUCATION
January 15-17, 1973
New Orleans, La.

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APPENDIX B - CONCURRENT SPECIAL INTEREST SESSIONS

AMERICAN FOUNDATION FOR THE BLIND, INC.
National Conference On Career Education
January 15-17, 1973
New Orleans, Louisiana

Theme: Priorities for assuring career education for blind and visually handicapped persons.

I. Special Education (Aaron G. Gray - Chairman; D. W. Overbeay - Vice Chairman)

There is a great need for improving communication among special education, vocational education and rehabilitation.

There is a need for improved informational services about the number of visually handicapped and the degree of their visual impariment. There is need for a more active program of case finding. Mandatory state laws should help. Within states a common definition of career education is necessary plus a clear understanding by each agency of their role in funding and providing services.

Priorities:

A. A greater need for cooperation and communication.
B. A common understanding "What is Career Education?"
C. A clear delineation of the role of each agency.
D. A clear need to share information.
E. A need to develop specific programs for the blind in Career Education
F. A need to train staff in the concepts of Career Education.

II. Vocational Education (Ronald Daugherty - Chairman; Randolph H. Greene - Vice Chairman)

Career education was accepted by the group as one of the highest priorities in education today.

The group set forth the following priority objectives:

A. Create a state-wide, multi-agency coordinating group to provide leadership to and coordination of all state programs designed to meet the needs of the visually handicapped.

B. Develop a short-range and long-range comprehensive planning effort for state-wide activities to service the needs of the visually handicapped. This planning effort should rely heavily on the input from the state-wide coordinating group.

1. Make available to the visually handicapped more and better information on the world of work, the occupations within this sphere and realistic career choices available to the visually handicapped.

2. Provide special modification and adaption of existing and future career education information and materials to meet the needs of the visually handicapped.

3. Develop a net-work for disseminating this adapted information and materials.

4. Provide personnel development to assist state and local vocational personnel to a) become more aware of the special needs of the visually handicapped, b) identify these individuals that could be considered visually handicapped and c) develop programs to address the special needs of this population.

5. Provide leadership for state legislatures and state vocational education agencies to establish new priorities for serving the needs of the visually handicapped.

C. Identify additional resources for implementing the comprehensive plan to service the visually handicapped. This may include the use of existing resources not designated specifically for the visually handicapped.

III. Rehabilitation (William E. Patton - Chairman; George E. Klinkhamer - Vice Chairman)

The group decided upon the following priorities:

A. Better communication among agencies.
B. More attention to early mobility and personal living training.
C. Intensification of job placement efforts.
D. Early exposure to career awareness.

APPENDIX C

SOME ISSUES SURROUNDING THE STATE OF THE ART IN CAREER EDUCATION IN GENERAL AND PARTICULARLY FOR BLIND AND VISUALLY HANDICAPPED PERSONS

by John E. Uxer, Ed.D

Introduction

One feels somewhat ill at ease in attempting to speak about "Career Education" and particularly when it is applied to the visually impaired. There are at least a couple of reasons to feel ill at ease.

(1) The term "Career Education is so new that no complete, up-to-date source of information is available. I must say, parenthetically, however, the term is not really that new. I've been using it for some 25 years, but when "Washington" places a stamp on a term - any term - the possibility of dollar marks causes us to salivate like Pavlov's puppies! And we use the term in vogue in almost every other sentence. Some of the key words you'll recognize as having been stamped with this approval are: disadvantaged.....innovative.....conservation.....ecology .....minority.....and, now, Career Education. If you use these and other "in" words, you'll stand a much better chance of being funded when submitting proposals. I've often thought I would submit a proposal for "An Innovative Career Education Program Stressing Conservation and Ecology for the Disadvantaged Minority!"

The fact is, though, we've built up no library of information on Career Education. This evidenced by an article - an advertisement if you will - in the current issue (January 1973) of the Phi Delta Kappan[1] requesting anyone who has Career Education materials to please send them to the University of Kentucky.

(2) I suppose, however, the fact that causes the most anxiety is that the concept of "Career Education" has not yet been universally defined. I think I know what I'm talking about when I speak of Career Education, and I'm sure each person has been able to personally come to grips with the term, but if we think of it in different terms, the remarks in this paper might have varied meanings. So in order for these remarks to be meaningful, a few general observations are in order.

Let's review briefly the different current concepts of Career Education. As you review these concepts, you may find yourself identifying with one or more of them.

(a) The concept of traditional, general education program. The proponents of this concept maintain that the very purpose of education is the preparation for life, and that we ourselves are really the results of career-producing general education programs.

(b) The concept of vocational education. Those who endorsed this concept of Career Education acknowledged the need for basic educational training, but that beyond basic educational training, the real career training, or career education, is the acquisition of a salable skill.

(c) Occupational orientation or information. In many school systems, various information courses are developed either as individual courses or as units in specified courses, such as Social Studies. Their concept is very similar to that outlined in "a" above, except that they acknowledge the need for specific kinds of occupational or job information beyond the traditional education program.

(d) Guidance and Counseling. Many of us would perhaps endorse the concept that adequate guidance and counseling programs result in effective career education efforts. The basic principle of guidance and counseling being an element of career education is that each individual will be able to accept responsibility for his own actions; that he will be responsible for acquiring information about life, including careers, and then apply it to his own life. Schools endorsing primarily this approach conduct extensive aptitude testing programs, i.e., General Aptitude Test Batteries, the Differential Aptitude Tests, and others. The results of these tests, then are reviewed with students and parents and decisions concerning lifetime careers will emerge.

(e) Career Days. Many schools conduct Career Days or business-information-education days and other activities which are designed to apprise students of the world of work. Visiting speakers are invited from a number of professions and occupations, and students are subjected to extensive exposure to information about many occupations. This is essentially a "one shot" per year effort to satisfy the Career Education demand.

(f) The Umbrella-Pyramid Program. An emerging concept now is the Umbrella-Pyramid program in which practically all school activities are placed under an umbrella and massaged in such a way that they relate to Career Education. In this system, a sequential set of goals, objectives and behaviors are identified which are intended to lead a student "through" school to a job. It generally has a broad base in early elementary years and tapers off to a climax in later school years, resulting, finally, in the acquisition of a lifetime occupation. This, incidentally, is the approach that both Texas and the U. S. Office of Education lean toward at the present time.

While I'm not in disagreement with any of these concepts, I submit that "Career Education" is not a program; it is not one of those mentioned, nor any other single program which may be in effect. Rather, I submit, Career Education is a philosophy. It is a philosophy that includes the belief that every person, regardless of his assets or deficits, has the right to "become timely aware of occupational opportunities and competencies necessary for each." I think it is a disservice to ourselves and to the clients to take the "head-in-sand" approach and not acknowledge that certain competencies are required for certain kinds of occupations. This is not to say that some occupations cannot be re-oriented to accommodate different sets of competencies, but it would be just as improper to lead a blind student to believe that he could become a rigger as it would be for me to be told that I could make the Miami Dolphin Team.

A philosophy of career education, as any philosophy, must be flexible enough to be adaptable to any user yet it must be definite enough and focused enough to provide adequate direction for any program. In my opinion any philosophy of career education should contain the provision that any person, regardless of his assets or deficiencies, should:

(1) Be provided ample information about all career opportunities.

(2) Be provided an opportunity to assess his/her known assets in terms of those opportunities.

(3) Be provided an opportunity to develop those assets to, at a minimum, qualify for entry into the desired occupation.

(4) Be provided an opportunity to develop alternatives to their deficits. An excellent example of the development of alternatives was displayed on the NBC Today Show on Monday, January 15, 1973, in which the NBC team interviewed several blind people who had become extremely proficient in assessing the quality of perfume: a sense of smell in this instance developed as an alternative to other senses which might be used in this activity.

(5) Eliminate age limitations. Although I think we all acknowledge that the earlier life training and career training can occur, the more effective it can be for an individual, this factor should not limit the exposure to Career Education activities because of age. This is particularly true if individuals experience handicaps which might cause them to change the kinds of activities in which they can participate.

I'm convinced that Career Education programs or activities should not become involved in such things as equal employment, employer attitudes and prejudices, employment policies and a myriad of similar societal problems. It is readily acknowledged that these are important issues, and issues which must be faced, but to tie them to Career Education places an encumbrance which will dilute efforts in Career Education.

To be sure, this philosophy, any philosophy, must be translated into action before its worth a cent. And I hope this paper will help outline some of those actions possible, particularly in the field of Career Education for the visually handicapped. This topic is, unquestionably, one of extreme importance and timeliness today. However, it is much too complex to consider in all of its ramifications in a short presentation. Recognizing this limitation, an attempt will be made to take a brief look at the present, hitting only a few highlights to provide perspective. The Texas situation will be explored, followed by a few observations regarding the national picture. Problem areas of general concern will be outlined as a background for an exploration of needs. Some recent developments will bring the present state of affairs up to date. The discussion will conclude with a consideration of projected future possibilities. These remarks are not intended to be exhaustive, but rather to provide the basis for further consideration of possible viable alternatives in the provision of improved Career Education opportunities to the blind and visually handicapped of the nation. While some of the remarks are critical, they are not intended to be negative. It is important to recognize some of the mistakes and shortcomings of the present if we are to effectively design improved strategies for the complex, rapidly changing future and prepare the blind and visually handicapped to compete and survive in present day environment.

The Situation in Texas

Due to its size, geographical diversity, and population, Texas has developed many and varied services to the blind and visually handicapped over the years. Education of public school age visually handicapped children is primarily the responsibility of the Texas Education Agency and the public schools of the state. Between 500-600 legally blind students are educated annually in the regular public schools of Texas through both resource and itinerant programs. Between 200-300 legally blind students receive their education each year at the Texas School for the Blind in Austin. Services to partially sighted students are provided through both day and residential programs.

The Texas School for the Blind provides numerous vocational training programs as well as the traditional academic, physical education, fine arts, mobility and efficient living skills programs. Vocational programs include distributive education, work study, piano tuning, woodworking, metal working, small engine repair, business machines, vending stand management, and homemaking (including home repairs). Experimental programs[2] have included such areas as electricity, electronics, simulated housing construction, small professional music groups, and assembly line work for both regular and multi-handicapped students. These programs included the gradual change in simulated attitudes of the employer role to provide realistic experience. Several personality types were exemplified in simulated work exercises in which real products were produced. Special summer school projects[3] have been conducted for the past several years at the Texas School for the Blind. Although the emphasis varies from year to year, two of the major components have always been a mobility related core and an occupations exploration and awareness core. The bulk of the students attending the six to ten week summer programs have been totally blind, high school and junior high school students, from the public schools of the state.

Films have been made of the first two summer projects and can be obtained from the Special Division of the Texas Education Agency in Austin. The second of these films describes the project with particular emphasis on the vocational and career training aspects of the project. The intent is to provide a prototype of varied experiences which could be implemented in the public schools.

The Texas Commission for the Blind[4] operates approximately 17 field offices in the state and is an independent state agency charged with the responsibility of providing services to pre and post school age blind persons in the state. The Commission for the Blind operated the Criss Cole Rehabilitation Center for the Blind in Austin and coordinates an extensive program of sophisticated vending operations across the entire state. Additionally, the Commission provides training services and rehabilitation services of many types through contract with various agencies and by stimulating promising programs and projects with financial support. Numerous private agencies and sheltered workshops operate in the larger cities of Texas. The services of these agencies are many and varied, but for the most part the career experiences follow traditional patterns.

One of the major strengths of continuing services in Texas is due to the high level of cooperation among the many agencies and programs for the blind and visually handicapped in the state. Such cooperation is accomplished both informally and through interagency agreement.

The National Picture

Career Education programs across the country vary from the marginal to the extremely sophisticated. The state and local organizational patterns and funding sources are also extremely diverse. In some regions the available resources are entirely inadequate in size and scope to serve the needs of the clientele while other regions numerous agencies compete with each other to provide services to the same recipients. In general, the services have not kept pace with the times and traditional vocational trades are the major areas of emphasis. In my opinion, the very nature of many programs continues to breed client dependence rather than self sufficiency. On the more positive side, several factors hold promise. Interagency communication[5] has greatly improved and expanded in recent years through increased mobility, regional and national meetings, and the efforts of national agencies and organizations. The self study implemented by many organizations interested in NAC accreditation has provided the introspective look so necessary as a prerequisite to constructive change and innovation. Greater exposure to other disciplines has infused agencies serving the blind and visually handicapped with new and appropriate information and technological potential.

Although the pendulum is now swinging back, recent grants have assisted in the development of experimental projects and strategies which have made important contribution to the total endeavor. I really think the national picture is looking brighter but several problem areas persist.

Continuing Problem Areas

Even though there is more concern about and recognition of the need for Career Education today than in the past, the problems related to the implementation of adequate Career Education programs for the blind and visually handicapped are sometimes unique. Although time will not permit an in-depth examination of these problem areas, it seems useful to enumerate some of them, since they present real barriers to progress and must be faced. Among these continuing problem areas are the following:

- There are presently inadequate occupational and career information materials translated into media that can be read independently by the blind.
- Career Education is not presently recognized as an inherent part of the curriculum in the majority of educational programs for the visually handicapped.
- Attitudes of educators and rehabilitation counselors working with the blind and visually handicapped are often short sighted in terms of immediate educational and programmatic goals rather than focused on the ultimate goal of social and economic independence for the individual.
- Sighted persons still tend to generalize about the blind based on limited personal experience.
- Many potential employers still are extremely reluctant to employ the blind.
- Misdirected blanket welfare-type assistance and concessions for the blind are often administered in such a manner as to neutralize incentive.
- Some agencies with real service potential dissipate their energies through self-perpetrating vested interest activities. The same is sometimes true of organizations of the blind.
- Over-emphasis on specific vocational training often detracts from the necessity of the prerequisite mobility and daily living skills and proper attitudes necessary to successful competition in the world of work.
- The numbers of multi-handicapped blind are increasing rapidly, thereby necessitating special programs during the school years and after.[7]
- Final decision makers often fail to recognize the need for more than one approach for programs for various sectors of blind and visually handicapped (totally blind, partially sighted, multi-handicapped, socially independent, personally dependent, etc.)

- Professional educators and workers often tend to think in terms of diplomas, training program completion, case closure and statistics rather than continuing lifetime career education which keeps current with changing need.

- Traditional vocational training approaches have developed a mind set in many professionals, students and clients which is difficult to modify.

Needs and Needs Assessment

Needs and needs assessment as considered here are two distinct entities. First, a consideration of apparent needs in the area of Career Education may include the following items:

- Greater awareness in the minds of professionals and clientele of what Career Education is and what promise it alleges to hold.

- Adequate Career Education guidelines for program implementation at all educational levels.

- Appropriate Career Education training programs for educators, rehabilitation counselors, etc.

- Enlightenment of the potential employers, neighbors and acquaintances of the realities of the individual differences of blind persons directed toward the goal of acceptance or rejection on the grounds of personal qualities rather than a class or group distinction biased by the physical handicap.

- An adequate, thorough, unbiased needs assessment.

Needs assessment as employed for this discussion has to do with taking a careful look, or an evaluation of, the personal goals, desires, needs and ambitions of the blind and visually handicapped who actually will receive whatever Career Education programs emerge. Typically, decisions regarding program content and even selection of major program categories have been made by the professionals and administrators with little, if any, true input from students and clients. Recently, certain more vocal (or visable) factions of the blind community have made themselves heard.[8] This is certainly a step in the proper direction. However, a word of caution must be injected. It may be that decision makers are influenced unduly by the vocal minority. An adequate needs assessment will include inputs from a reasonably large, stratified sample of the various blind and visually handicapped populations to gain true perspective. Interviews, forums, questionnaires, etc. must be conducted in an open and non-threatening manner so as to accurately gain valid information. Once the needs are identified in this manner, they must be compared with existing resources to ascertain gaps that exist. Only by such a scientific approach can truly adequate and meaningful recommendations be made.

New Information on the Horizon

- Selected public schools of Texas are presently engaged in the third year of implementation of comprehensive special education programs for all handicapped children. On the horizon are more intensive, coordinated, vocational technical programs for the handicapped as an integral part of mainstream education. Comprehensive special education (Plan A) is coordinated by the Texas Education Agency.[9] The Plan A Special Education Program seems to be more directed at Career Education than most special Education programs.

- Texas VIEW is an innovative, comprehensive packet of occupational materials developed by Region XIX Education Service Center at El Paso in cooperation with the Special Education and Vocational Education Divisions of TEA. Several educational leaders have suggested the possibility that these materials be made available on tape, large type, and braille for the blind and visually handicapped.

- Scholl, Bauman, and Crissey[10] have recently published the final report titled A Study of the Vocational Success of Groups of the Visually Handicapped. This study, supported in part by a HEW grant sheds some light on the Career Education needs assessment topic.

- John Best, a doctoral student at New Mexico State University at Las Cruces, is designing a study which will examine educational program preferences of recent graduates of residential schools for the blind. Included in the proposal study are two instruments which may be helpful in the needs assessment process. They are an independence index and a program components check list.

- Under a $250,000 federal grant, the Peoria, Illinois Public Schools are developing and testing a new elementary school curriculum based on the concept of Career Education.[11] Possibly, this will provide needed information to assist in the development of programs for the visually handicapped. I'm sure there are others worthy of noting.

At any rate, here are five developments which may have significance for the topic under consideration. An examination of these may be of assistance in the development of program plans.

The Future

It seems obvious that continuing support for Career Education will emanate from Federal and State levels for some time.[12] It is logical to assume that

the increasing emphasis will be strongly felt by all of special education and vocational rehabilitation. The visually handicapped, by the very nature of their disability, stand to benefit greatly from this dynamic, promising concept. The question, then, is to what use we will put the opportunity so rapidly approaching. We must act quickly, decisively, and with accuracy if the potential benefits are to have minimum impact for the visually handicapped students and adults of our nation. Let us learn from our experiences of the past. Using the knowledge and predictive potential gained to maximum advantage, coupled with an accurate reflection of assessed need, it is within our capability to develop the most effective life preparation and adjustment programs for the visually handicapped ever conceptualized. Let us use this opportunity well that we may continually build upon it.

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